

**Pre-referral**  
**Child Find and Identification**

- A. Review records
- B. Conduct screening
- C. Conduct and document pre-referral activities
- D. Provide information to parents in writing
- E. Make referral for evaluation

**PRE-REFERRAL**  
**CHILD FIND AND**  
**IDENTIFICATION**

All public educational agencies (hereafter referred to as the “school”) must have in place an effective method to locate and identify children birth through 21 who may be in need of a special education evaluation. For example, school districts have a responsibility to ensure that children suspected of having a disability, who reside within their respective school district boundaries, are located and identified. Charter schools have a responsibility to locate and identify children suspected of having a disability that are enrolled in their respective charter school. This includes the following:

- ◆ Providing information to parents regarding early intervention services for children aged birth through 2 years.
- ◆ Providing information to parents regarding preschool special education services for children at least three years of age but who have not reached the required age for kindergarten.
- ◆ Screenings for all kindergarten students and newly enrolled students who do not have records of screening, evaluation, and progress in school within 45 calendar days after entry.
- ◆ School initiated referrals for a possible special education evaluation.
- ◆ A procedure to accept and follow up on parent referrals.

**A. Review Records:** All newly enrolled students (grades 1 through 12) will have their records reviewed by school personnel. Information will support continuing growth in the general curriculum or that a student has already been through a screening process.

**B. Conduct Screening:** If there is inadequate information, a school will begin a **45-day screening** that considers all aspects of a student’s abilities including academics, communication, social/emotional, psychomotor skills,

vision, and hearing. All kindergarten students must be screened in the same areas noted above within the first 45 days of entry.

**C. Conduct and document pre-referral activities:** When the screening indicates an area of concern, there will be follow up by designated school personnel to consider modifications, accommodations and alternative strategies to assist the student. The school should be in touch with the parent to inform them of the decision to engage in these activities. Schools may ask the parent to participate with them at this point or may keep the parent informed by other means. Documentation is to be maintained of all efforts made to accommodate individual differences.

A parent may also inform the school of concerns regarding their child. They may request in writing that the school conduct an evaluation of the child's abilities. It should be noted that the parent's request for an evaluation does not automatically trigger the obligation of the school to conduct the evaluation. The school must conduct the evaluation without undue delay only if the school suspects that the child has a disability and is in need of special education and related services.

**D. Provide information to parent:** The parent must be informed on the final decision concerning the need to evaluate or to provide other appropriate services. This information is shared with the parent in writing.

**E. Make referral for evaluation:** If the designated school personnel feels it is appropriate, a referral will be made for the child to undergo a full and individual evaluation of all areas necessary to determine levels of need and to support special education eligibility.

***It is at this point in the process that a surrogate parent would be required if a child's parent(s) cannot be identified, the public agency cannot determine the whereabouts of the parent(s), or the child is a ward of the state.***

## **STEP 1.**

# **INITIAL EVALUATION** **AND** **ELIGIBILITY** **DETERMINATION**

### **1. Initial Evaluation and Determination of Eligibility**

- A. Provide PWN, PSN, and Meeting Notice as appropriate
- B. Review existing data by MET/IEP team members

<b>C1. If NO additional data needed</b>	<b>C2. If additional data needed</b>
<ul style="list-style-type: none"><li>• Determine eligibility</li><li>• Develop evaluation report</li><li>• Provide PWN* (PSN); review parental rights regarding initial evaluation</li></ul>	<ul style="list-style-type: none"><li>• Provide PWN (PSN)</li><li>• Obtain parental consent</li><li>• Gather additional data</li><li>• Determine eligibility</li><li>• Develop evaluation report</li><li>• Provide PWN* (PSN)</li></ul>
D. Provide parent evaluation report and eligibility determination	

**A. Provide Prior Written Notice, Procedural Safeguards Notice and Meeting Notice as appropriate:** The parent must be provided Prior Written Notice [PWN] (*See* Section 1) explaining the actions to be taken and Procedural Safeguards Notice [PSN] (*See* Section 2) explaining the rights and protections of children and parents under the law. If there is to be a formal meeting, the school will send a Meeting Notice (*See* Section 1).

**Prior Written Notice** will be given to the parent explaining why the school is proposing to conduct an evaluation. A Prior Written Notice must be provided to the parent when the school proposes to initiate or change; or refuses to initiate or change; the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education [FAPE] to the child.

The Prior Written Notice will contain:

- ◆ A description of what the school proposes or refuses to do;
- ◆ An explanation of why the school has made this decision;
- ◆ A description of other options that were considered in making the decision and the reasons why those options were rejected;
- ◆ A description of each evaluation procedure, test, record, or report that was used as a basis for the action to be taken;
- ◆ A description of other factors considered in deciding on an action;
- ◆ A statement of parent protections under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and
- ◆ Sources for parents to contact to obtain assistance in understanding their rights.

The **Procedural Safeguards Notice** is a complete explanation of parents' rights and protections for children under special education requirements. The Procedural Safeguards Notice must be provided to the parent upon initial referral for evaluation, upon each notification of an Individualized Education Program (IEP) meeting, upon reevaluation of the child, and upon registration of a due process complaint.

If there is to be a formal meeting, the school will send a **Meeting Notice**. The Meeting Notice will state the purpose of the meeting, the positions of the people who will be in attendance, the location, and the time of the meeting. A Procedural Safeguards Notice will be attached.

**B. Review existing data:** A review of all existing data on the child will be done by the Multidisciplinary Evaluation Team (MET)/Individualized Education Program (IEP) Team and other qualified individuals with knowledge of the child. This team is made up of appropriate qualified professionals and the parent. The team will decide if additional data are needed in order to determine if a child is eligible for special education services. This review of data by all team members does not have to be done in a formal meeting.

**C1. If no additional data are needed—**

- **Determine eligibility:** Based upon the existing information, the team will determine eligibility.
- **Develop evaluation report:** The evaluation report will summarize the information reviewed, the basis on which eligibility was established, and the area(s) of eligibility.
- **Provide Prior Written Notice:** Prior Written Notice will document the decisions made by the team. The Procedural Safeguards Notice will be made available to the parent. School personnel will review parental rights regarding initial evaluation.

**D.** A copy of the **evaluation report**, which includes documentation of the **eligibility determination**, must be given to the parent.

## **C2. If additional data are needed—**

A decision may be made by the MET/IEP team (including the parent) that there is insufficient information to determine eligibility and that an evaluation plan needs to be designed to gather additional data.

- **Provide Prior Written Notice:** The Prior Written Notice will document the decisions made by the team. The Procedural Safeguards Notice will be made available to the parent.
- **Obtain parental consent:** It is the responsibility of the school to secure the parent's permission (*See* Section 1) before conducting the initial evaluation. The school will inform the parent of all types of testing instruments to be used. This is done to gain informed parental consent. It should be noted that parental consent is not required before reviewing existing data as part of an evaluation. Secondly, parental consent is voluntary and may be revoked at anytime. When a parent revokes consent, that revocation is not retroactive, meaning, it does not negate an action that has occurred after the consent was given and before the consent was revoked. If a parent refuses to provide consent, then a school may consider using mediation or due process as an avenue to pursue the evaluation of the child.
- **Gather additional data:** There are guidelines for conducting the formal evaluation. Tests, materials, and procedures used for evaluation must be selected and administered so there is no racial or cultural discrimination. Tests must be given in the child's native language or other system of communication, unless it is not feasible to do so. No single test can be used to determine eligibility or an appropriate program for a child. Testing needs to be done in **all** areas related to the suspected disability including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communication and motor abilities.
- **Determine eligibility and prepare evaluation report:** Once consent is given, the school must complete the evaluation and meet to determine eligibility within **60 calendar days**. The Multidisciplinary Evaluation Team (MET)/Individualized Education Program (IEP) Team will use information gained through formal and informal evaluations to determine eligibility. The team is made up of qualified individuals including the parent, at least one of the child's regular education teachers, one of the child's special education teachers, a representative of the school, an

individual to interpret the instructional implications of test results, the child, if appropriate, and at the discretion of the parent or school, other persons with knowledge or special expertise about the child. Determining a child's eligibility for special education and related services is actually a two-step process. First of all, based upon the evaluation results, the MET/IEP team must determine if the child has one or more of the following disabilities (*See Section 5*):

Autism	Orthopedic Impairment
Emotional Disability	Specific Learning Disability
Hearing Impairment	Speech/Language Impairment
Multiple Disabilities	Traumatic Brain Injury
Multiple Disabilities – Severe	Preschool (Moderate Delay, Severe
Sensory Impairment	Delay, Speech/Language Delay)
Mental Retardation (Mild,	Visual Impairment
Moderate, or Severe)	Other Health Impairments

Secondly, as a result of having one or more of the disabilities noted above, the MET/IEP team must determine that the child requires special education services (i.e., specially designed instruction) and related services in order to benefit from their educational program. A child may **not** be determined eligible if the greatest factor is lack of instruction in reading or math or limited English proficiency.

The **evaluation report** must include, but is not limited to:

- ◆ A review of current evaluations, including types of tests and the results of those tests;
- ◆ Information provided by the parents, including medical and developmental information and history;
- ◆ Educational history, including the reason for the referral, current classroom based assessments and observations by teachers and related service providers;
- ◆ Determination of whether the child's educational problems are related to or resulting primarily from limited English proficiency or a lack of instruction in reading or math;
- ◆ Documentation of whether the child's educational problems are related to or resulting primarily from reasons of educational disadvantage;
- ◆ The child was assessed in all areas related to the suspected disability (including behavior, assistive technology, current vision and hearing status) and, for a preschool child, a Comprehensive Developmental Assessment was completed;

- ◆ A determination of whether the child has a category of disability (as defined by State law);
  - ◆ The child's present levels of academic performance and current educational needs;
  - ◆ A determination of whether the child needs special education and related services;
  - ◆ A determination of whether any additions or modifications are needed to allow the child to progress in the general curriculum; and
  - ◆ Team findings on eligibility determination.
- **Provide parent Prior Written Notice:** The school will provide a Prior Written Notice that will document the decisions made by the team. The Procedural Safeguards Notice will be made available to the parent.

**D.** The parent will be provided a copy of the **evaluation report**, which will include documentation of the **eligibility determination**.

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**\* If one Prior Written Notice is provided, it must address all actions proposed or refused by the team.**

**Note:** PSN = Provide PSN  
(PSN) = Make PSN available

**Additional Note:** PSN is an acronym for Procedural Safeguards Notice and PWN is an acronym for Prior Written Notice.

## **2. IEP Development**

- A. Provide Meeting Notice & Procedural Safeguards Notice
- B. Complete IEP
- C. Determine levels of service and LRE
- D. Provide PWN\*, (PSN), and copy of IEP

## **STEP 2. IEP DEVELOPMENT**

Once a child has been found eligible for special education services, an Individualized Educational Program [IEP] (*See* Section 1) must be developed by a team. The IEP team must convene within **30 calendar days of eligibility determination** to develop an IEP. No services can be provided prior to the development of the IEP.

The IEP team must include the following:

- ◆ The parent;
- ◆ At least one of the child's regular education teachers;
- ◆ At least one special education teacher of the child, or if appropriate, at least one special education provider of the child;
- ◆ A representative of the school that is qualified to provide or supervise the provision of instruction that is designed specifically for children with disabilities who is knowledgeable about the general curriculum and the availability of resources;
- ◆ A person who can interpret the instructional implications of the evaluation results;
- ◆ The child, if appropriate; and
- ◆ At the discretion of the parent or school, other persons with knowledge or special expertise about the child.

It should be noted that a team member may serve in more than one of the above listed roles.

**A. Provide Meeting Notice and Procedural Safeguards Notice:** The parent will be given a **Meeting Notice** and a **Procedural Safeguards Notice** early enough to ensure they will have an opportunity to attend. The meeting should be scheduled at a time that is mutually convenient to the people who will be participating. If the school is unable to convince the parent to attend and this has been fully documented; the school may conduct the meeting without the parent in attendance.



**B. Complete IEP:** There are two main parts of the IEP requirement. The first is the meeting(s) where parent and school personnel jointly make decisions about an educational program for a child. The other is the IEP, a document that is a written record of the decisions reached at the meeting concerning the type of program that will meet the needs of the student.

The IEP document **must** include:

- ◆ The date of the meeting and documentation of participants;
- ◆ A statement of the child's present levels of educational performance including how the child's disability affects his/her involvement and progress in the general curriculum;
- ◆ A statement of measurable annual goals including the way they will be evaluated;
- ◆ Short term objectives or benchmarks that support each annual goal;
- ◆ A statement of special education, related services and supplementary aids and services to be provided to the child;
- ◆ A statement of program modifications or supports for school personnel that will be provided for the child;
- ◆ A description of the projected initiation date, frequency, location and duration of the services and supports;
- ◆ An explanation of the extent that the child will **not** participate with non-disabled peers;
- ◆ Documentation as to how the child will participate in state and district-wide assessments or, as appropriate, explain why the child will not participate and how the child will be assessed;
- ◆ A consideration of communication needs and the need for assistive technology;
- ◆ A consideration of the need for extended school year services;
- ◆ A statement of the course of studies beginning at age 14 and a comprehensive plan for transition services by the age of 16;
- ◆ A statement of any potential harmful effect on the child or on the quality of services that he or she needs; and
- ◆ A statement of how the child's progress will be reported to the parent.

In addition to these IEP components, there is a need to address the following as appropriate:

- ◆ Consideration of the need for Braille instruction;
- ◆ Documentation of exit criteria for students placed in private residential treatment facilities;

- ◆ A plan outlining the opportunities for a student's reintegration from private residential facilities;
- ◆ For a student with limited English proficiency, consideration of his/her language needs; and
- ◆ Consideration of strategies/supports to address behavior that impedes a child's learning or that of others, regardless of disability.

**C. Determine levels of service and Least Restrictive Environment [LRE]:**

As the team writes the Individualized Education Program (IEP) for a student, the level of service will be decided. A child with a disability must be educated with non-disabled peers to the maximum extent appropriate. Removal from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Every school must ensure that a continuum of alternative placements is available to meet the needs of a child who requires special education and related services. These include instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.

Educational placement must be determined by a group of persons who are knowledgeable about the child, the meaning of the evaluation data and the placement options. The child's placement shall be based on the service needs outlined in the child's IEP. Placement must be considered at least once each year. The child shall be placed in the school that he/she would attend if non-disabled, unless the IEP requires some other arrangement. The team must also consider any potential harmful effects on the child or on the quality of services needed and document this consideration.

Schools must provide all children an equal opportunity to participate in non-academic services, extracurricular activities such as recreational activities and counseling services, lunch, recess and school sponsored clubs and teams.

**D. Provide Prior Written Notice:** Prior Written Notice **must** be provided before the Individualized Education Program (IEP) is implemented. Along with the Prior Written Notice, the school will make the Procedural Safeguards Notice available to the parent. The parent **must** be provided a copy of the completed IEP document.

**3. INITIAL  
PLACEMENT**

- A. Obtain Written Parental  
Consent
- B. Provide PWN\* (PSN)

**STEP 3. INITIAL PLACEMENT**

**A. Obtain parental consent:** Written parental consent must be obtained prior to a child's initial special education placement (*See* Section 1). If a parent is not available to participate in a meeting to determine placement, the school will use other ways to allow participation, including individual or conference telephone calls and/or video conferencing.

**B. Provide Prior Written Notice:** Prior Written Notice must reflect the decisions that have been made regarding the student's placement. The Procedural Safeguards Notice will be made available to the parent.

**4. IEP Implementation  
in the Least Restrictive  
Environment**

- A. Inform teachers of IEP responsibilities and provide IEP access
- B. Provide services
- C. Prepare progress reports and submit to parent

**STEP 4. IEP IMPLEMENTATION**

**A. Inform teachers of IEP responsibilities and provide IEP access:** Special education teachers, related service providers, and regular education teachers need to be informed of their responsibilities for services specified within the IEP. Teachers and related service providers must know the specific accommodations, modifications, and supports that they must provide for the child. Teachers and related service providers are to have access to the IEP.

**B. Provide services:** The IEP is to be implemented as soon as possible following initial consent for placement.

**C. Report progress to parent:** The parent is to be informed of the student's progress toward the IEP goals. This report must be provided at least as often as non-disabled children receive reports of progress. The report must also indicate if progress towards the goals is sufficient for the goals to be accomplished by the annual review date of the IEP.

### **5. Review and Revision of IEP**

- A. Provide Meeting Notice and Procedural Safeguards Notice
- B. Review/revise IEP
- C. Determine levels of service and LRE
- D. Provide PWN\*, (PSN), and copy of IEP

## **STEP 5. REVIEW AND REVISION OF IEP**

There is a requirement for the IEP to be reviewed periodically but not less than once a year. It is possible for any team member, including the parent, to request additional IEP meetings. When the IEP team reconvenes, all team members should be prepared to discuss concerns for present programming, additional student needs, program options, including instructional or classroom adaptations, supports for staff, and supplementary aids and services.

**A. Provide Meeting Notice and Procedural Safeguards Notice:** A written Meeting Notice, with the Procedural Safeguards Notice attached, should be given with enough time to ensure the participation of the parent.

**B. Review/revise IEP:** The IEP should be reviewed to address progress or lack of progress toward annual goals, results of any reevaluation conducted, information provided by the team members including the parent, the present needs of the child and other educationally related issues.

**C. Determine level of service and LRE:** As the team writes the Individualized Educational Program (IEP) for a student, the level of service will be reviewed. The team will consider the extent to which the child is to be involved in the regular education classroom. A child with a disability must be educated with non-disabled peers to the maximum extent appropriate. Removal from the regular classroom occurs only when the severity of the disability interferes with the child's ability to achieve satisfactorily even with the use of supports and adaptations.

**D. Provide Prior Written Notice:** After the IEP has been developed, reviewed, or revised, a Prior Written Notice will specify the decisions made by the team. The Procedural Safeguards Notice will be made available to the parent. The parent will also receive a copy of the IEP. Implementation of the new IEP will take place as soon as possible.

## **6. Reevaluation and Determination of Eligibility**

- A. Provide PWN, PSN, and Meeting Notice as appropriate
- B. Review existing data by MET/IEP team members

<b>C1. If NO additional data needed</b>	<b>C2. If Additional Data Needed</b>
<ul style="list-style-type: none"><li>• Notify parents of the right to request additional data; (PSN)</li><li>• Determine continued eligibility</li><li>• Develop reevaluation report</li><li>• Provide PWN* (PSN)</li></ul>	<ul style="list-style-type: none"><li>• Provide PWN (PSN)</li><li>• Obtain parental consent</li><li>• Gather additional data</li><li>• Determine continued eligibility</li><li>• Develop reevaluation report</li><li>• Provide PWN* (PSN)</li></ul>

- D. Provide parent reevaluation report and eligibility determination

## **STEP 6.** **REEVALUATION** **AND** **DETERMINATION OF** **ELIGIBILITY**

Every student who qualifies for special education services must be re-evaluated **every 3 years** to determine continued eligibility for services. If conditions warrant or a parent or teacher makes a request, a reevaluation may take place at any time.

**A. Provide Prior Written Notice, Procedural Safeguards Notice, and Meeting Notice (as appropriate):** The parent will be provided with Prior Written Notice indicating that a reevaluation will occur and the parent will be given a copy of the Procedural Safeguards Notice. If there is to be a formal meeting, the school will send a Meeting Notice with the Procedural Safeguards Notice attached.

**B. Review Existing Data:** The MET/IEP team will collect and review current data on the student. This may include, but is not limited to, previous evaluations, classroom-based observations, state-wide and district-wide testing results, progress toward goals, teacher observations, and information from the parent. This review of data by all team members does not have to be done in a formal meeting; however, if there is to be a formal meeting, the school will send a Meeting Notice and a Procedural Safeguards Notice.

### **C1. IF NO ADDITIONAL DATA IS NEEDED—**

- Notify parents of the right to request additional data; The Procedural Safeguards Notice will be made available to the parent.
- **Determine continued eligibility:** If the team agrees that continued eligibility is supported by existing data, there is no obligation to conduct further testing unless requested by the parent.

- **Develop reevaluation report:** There must be a clear statement of continued eligibility and the basis on which eligibility was determined. The report will include a summary of existing data and also indicate the levels of educational performance and needs of the student. In addition, a statement will be made as to whether any additions or modifications to the special education and related services are needed to enable the child to meet the goals set out in the IEP and to participate, as appropriate, in the general curriculum. This information will assist the team in the review and revision of the IEP document.
- **Provide Prior Written Notice:** A Prior Written Notice must be given to the parent that states the reasons why additional data will not be gathered and the basis upon which eligibility was determined. The parent must be informed of their right to request an assessment to determine whether the child continues to be a child with a disability. The Procedural Safeguards Notice will be made available to the parent.

**D.** A copy of the reevaluation report, which includes documentation of the eligibility determination, must be given to the parent.

## **C2. IF ADDITIONAL DATA IS NEEDED:**

A decision may be made by the MET/IEP team (which includes the parent) that there is insufficient information to determine continued eligibility and that a reevaluation plan needs to be designed to gather additional data.

- **Provide Prior Written Notice:** Prior Written Notice must be given to the parent explaining the decision of the team. The Procedural Safeguards Notice will be made available to the parent.
- **Obtain Parental Consent:** Informed consent must be received from the parent before additional data can be gathered. However, a reevaluation may proceed if there is documentation of reasonable attempts to obtain consent prior to reevaluation. If the parent refuses to provide consent, the school may consider using mediation or due process as an avenue to pursue the reevaluation of the child. It should be noted that parental consent is not required in order for the MET/IEP team to review existing data.
- **Gather additional data:** The appropriate individuals will gather the agreed upon additional data.

- **Determine Continued Eligibility:** The MET/IEP team will determine if the child continues to be eligible for special education and related services. The reevaluation must be completed before the current eligibility expires or within a reasonable time if a reevaluation is requested by an IEP team member. In Arizona, 60 calendar days would be considered a reasonable amount of time.
- **Develop reevaluation report:** The reevaluation report will include the summary of existing data, the results of the additional data gathered, and document eligibility and the basis on which it was determined. The report will indicate the levels of educational performance and needs of the student. In addition, a statement will be made as to whether any additions or modifications to the special education and related services are needed to enable the child to meet the goals set out in the IEP and to participate, as appropriate, in the general curriculum. This information will assist the team in the review and revision of the IEP document.
- **Provide Prior Written Notice:** Prior Written Notice will document the decisions made by the team. The Procedural Safeguards Notice will be made available to the parent.

**D.** A copy of the **reevaluation report**, which includes documentation of **eligibility determination**, must be given to the parent.



**7. Review and Revision of  
IEP**

**OR**

**Dismiss from Special  
Education**

- A. Provide reevaluation report and eligibility determination
- B. Provide PWN\* (PSN)

**STEP 7. REVIEW AND  
REVISION OF IEP  
OR  
DISMISS FROM  
SPECIAL EDUCATION**

**Review and Revision of IEP:** All documentation as presented in Step 5 must be provided. The IEP should be reviewed and updated to reflect the present levels of educational performance and appropriate levels of service.

**OR**

**Dismiss from Special Education:**

**A. Provide reevaluation report and eligibility determination:** The reevaluation report, which includes documentation of eligibility determination, is to be maintained in the student's file to document the process that occurred in making this decision and a copy of this documentation is to be given to the parent.

**B. Provide Prior Written Notice:** If the reevaluation and eligibility determination no longer supports the need for special education services, the parent must be notified through Prior Written Notice. The Procedural Safeguards Notice will be made available to the parent.

**Pre-referral  
Child Find and Identification**

- A. Review records
- B. Conduct screening
- C. Conduct and document pre-referral activities
- D. Provide information to parents in writing
- E. Make referral for evaluation



# SPECIAL EDUCATION PROCESS

**1. Initial Evaluation and Determination of Eligibility**

- A. Provide PWN, PSN, and Meeting Notice as appropriate
- B. Review existing data by MET/IEP team members

- | <b>C1. If NO additional data needed</b>   | <b>C2. If additional data needed</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• Determine eligibility</li> <li>• Develop evaluation report</li> <li>• Provide PWN* (PSN); review parental rights regarding initial evaluation</li> </ul> | <ul style="list-style-type: none"> <li>• Provide PWN (PSN)</li> <li>• Obtain parental consent</li> <li>• Gather additional data</li> <li>• Determine eligibility</li> <li>• Develop evaluation report</li> <li>• Provide PWN* (PSN)</li> </ul> |

- | <b>C1. If NO additional data needed</b>  | <b>C2. If additional data needed</b>   |
|--|--|
| <ul style="list-style-type: none"> <li>• Determine eligibility</li> <li>• Develop evaluation report</li> <li>• Provide PWN* (PSN)</li> </ul> | <ul style="list-style-type: none"> <li>• Provide PWN (PSN)</li> <li>• Obtain parental consent</li> <li>• Gather additional data</li> <li>• Determine eligibility</li> <li>• Develop evaluation report</li> <li>• Provide PWN* (PSN)</li> </ul> |

- D. Provide parent evaluation report and eligibility determination



**2. IEP Development**

- A. Provide Meeting Notice and Procedural Safeguards Notice
- B. Complete IEP
- C. Determine levels of service and LRE
- D. Provide PWN\*, (PSN), and copy of IEP

**3. Initial Placement**

- A. Obtain written parental consent
- B. Provide PWN\* (PSN)

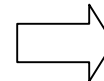
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\* If one PWN is provided, it must address all actions proposed or refused by the educational agency.

**Note:** PSN = Provide PSN  
(PSN) = Make PSN available



**4. IEP Implementation  
in the Least Restrictive  
Environment**

- A. Inform teachers of IEP responsibilities and provide IEP access
- B. Provide services
- C. Prepare progress reports and submit to parent



**5. Review and Revision  
of IEP**

- A. Provide Meeting Notice and Procedural Safeguards Notice
- B. Review/revise IEP
- C. Determine levels of service and LRE
- D. Provide PWN\*, (PSN), and copy of IEP



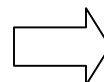
**6. Reevaluation and Determination of Eligibility**

- A. Provide PWN, PSN, and Meeting Notice as appropriate
- B. Review existing data by MET/IEP team members

- | <b>C1. If NO additional data needed</b>   | <b>C2. If additional data needed</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• Notify parents of the right to request additional data; (PSN)</li> <li>• Determine continued eligibility</li> <li>• Develop reevaluation report</li> <li>• Provide PWN* (PSN)</li> </ul> | <ul style="list-style-type: none"> <li>• Provide PWN (PSN)</li> <li>• Obtain parental consent</li> <li>• Gather additional data</li> <li>• Determine continued eligibility</li> <li>• Develop reevaluation report</li> <li>• Provide PWN* (PSN)</li> </ul> |

- | <b>C1. If NO additional data needed</b>   | <b>C2. If additional data needed</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• Notify parents of the right to request additional data; (PSN)</li> <li>• Determine continued eligibility</li> <li>• Develop reevaluation report</li> <li>• Provide PWN* (PSN)</li> </ul> | <ul style="list-style-type: none"> <li>• Provide PWN (PSN)</li> <li>• Obtain parental consent</li> <li>• Gather additional data</li> <li>• Determine continued eligibility</li> <li>• Develop reevaluation report</li> <li>• Provide PWN* (PSN)</li> </ul> |

- D. Provide parent reevaluation report and eligibility determination



**7. Review and  
Revision of IEP**  
  
**OR**  
**Dismiss from Special  
Education**

- A. Provide reevaluation report and eligibility determination
- B. Provide PWN\* (PSN)